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## Abstracts of Unpublished Masters' Theses Indiana State Teachers College 1939

Snoddy, Marvin L. *A Comparison of Scholastic Achievements of High School Athletes and Non-Athletes of Greene County, Indiana.* July, 1938. 26 pp. (No. 342)

**PROBLEM.** The purpose of this study was to determine whether participation in organized, interscholastic athletics had any effect on academic achievement as measured by standardized achievement tests in the twelve high schools of Greene County, Indiana.

**METHOD.** The data upon which the findings of this thesis are based were established by giving standardized tests to the junior and senior boys who were enrolled during the 1937-38 school year in the Greene County high schools.

Data were secured for comparing the intelligence of athletes and non-athletes by giving the Otis Self-Administering Tests of Mental Ability, Higher Examination: Form D, for College and High School to each pupil participating in the study.

The data for comparison of scholastic achievement of athletes and non-athletes

were secured by giving the Myers-Ruch High School Progress Test, Form A: for Senior High Schools to each pupil participating in the study. There were 116 junior and senior athletes and 206 junior and senior non-athletes who took both tests.

**FINDINGS.** The results show that participation in athletics by high school students of Greene County, Indiana, had no detrimental effect upon their scholastic rating during their high school careers. There was some evidence that participation in athletics induced the athlete to do better work in school than he would if certain scholastic requirements were not placed upon him.

The raw scores made by the athletes and non-athletes on the mental ability and achievement tests showed practically the same range. Neither group was superior in either mental ability or achievement.

There was very little difference in the dispersion of the two groups on the mental ability and achievement tests.

There was a higher coefficient of correlation between mental ability and achieve-

ment of the athletes than the non-athletes.

All the benefits derived from athletic participation cannot be measured in terms of scholastic achievement. It is difficult to determine just how much the athlete has gained by his interest in athletics. It has been shown in this study that the time the athlete has spent in this extra-curricular activity has not hindered his achievement, and if the school is to educate the child in the broadest sense, participation in some athletic program is of great importance to both the pupil and the community.

Wey, Herbert. *A Study of the Correlation of High-School English Marks and the Marks Made on College English Entrance Examination at Indiana State Teachers College*. July, 1938. 18 pp. (No. 343)

**PROBLEM.** The study was undertaken with a threefold purpose: (1) to find the correlation of a composite score of the high-school English grades made by pupils during the first three years of high-school work with their scores made on the freshman English entrance examination at Indiana State Teachers College; (2) to find the correlation of 11-B English grades made by pupils in Wiley, Garfield, and Gerstmeyer Technical high schools with their scores made on the freshman English entrance examination at Indiana State Teachers College; (3) to find the correlation of the public speaking or debating grades made by pupils in high school with their scores made on the freshman English entrance examination at Indiana State Teachers College.

**METHOD.** The high-school English grades were obtained from the record of each pupil on file at the high school from which he was graduated. The scores on the freshman English entrance examination at Indiana State Teachers College were obtained from the files of the English department of Indiana State Teachers College. In finding the coefficient of correlation in each case a modified form of Pearson's product-moment method was used. This modified formula is generally preferable because it involves only the use of raw scores. There were 1,610 cases used in the first part of this study, 480 cases in the second part, and 285 in the third part.

**FINDINGS.** The positive correlation of .624 was found between the marks made in the first three years of high-school English and the scores made on the freshman English examination which indicates that some relation exists between the two.

The correlation between the marks made in debating or public speaking with the score made on the freshman English examination was .226 lower than the correlation found between the scores made in the first three years of high-school English with the scores made on the freshman college English examination; and it was .2 lower than the correlation found between the mark made in the 11-B English class and the scores made on the freshman college English examination.

A student who makes high marks in high-school English probably will make a high score on the freshman English entrance examination. Also, a student who makes low marks in high-school English will probably make a low score on the English entrance examination.

Success in high-school English is not an absolute proof of success on the freshman English examination given at the college.

The correlation of .598 found between the marks made on composition-grammar course and the scores made on the freshman English examination is lower than the correlation found in the first part of the study where literature is intermingled in the grammar and composition course.

The correlation of .398 found between marks made in debating and public speaking and the scores made on the freshman English examination shows that public speaking and debating do not have a high relationship to grammar and composition.

Roberts, Ernestine Winifred. *A Self Improvement Sheet for Biology Teachers in the Secondary Schools*. July, 1938. 79 pp. (No. 344)

**PROBLEM.** This study was made to determine the relative importance of various teaching procedures, methods, and techniques; to compile and evaluate these methods and techniques; and to discover in what way they relate to the success or failure of the teacher of biology in the secondary schools; and, with the information just enu-

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merated to formulate a device which would lessen the duties of the so-called "special supervisor" and make the teacher more critical of her own teaching procedures.

**METHOD.** The questionnaire method was used. Five hundred questionnaires were sent out to teachers of biology throughout the United States. Only 123 of these were returned in time to be included in the study.

The items of the questionnaire were compiled from a large number of experts in the field of biology and education. The most widely used textbooks and periodicals in both fields were used. One hundred sixty-three of these were of superior quality and so were used in compiling the desirable teacher activities which were believed to result in pupil activity, and thus, in teacher improvement.

The items of the questionnaire considered to be of maximum importance were to be marked with a 1 and those of minimum importance were to be marked with a 3. All items left unmarked were to be considered of average importance.

In evaluating the items of the improvement sheet, the writer first attempted to rank these according to the frequency with which they were marked. It was found that the correlation was very low, being .125; thus it became necessary to rank the items according to weights. The weight of each item was found by subtracting the frequency with which it was rated by 3's from the frequency with which it was rated by 1's, or the number of 3's minus the number of ratings by 1's, which the same items received.

**FINDINGS.** Improvement sheet that was worked out from questionnaire.

Kibler, Zoe M. *The Legitimate Field of Secondary Education*. July, 1938. 78 pp. (No. 345)

**PROBLEM.** This study was undertaken in an attempt to discover what constitutes the rightful field of secondary education.

**METHOD.** The textbook analysis and a questionnaire were the methods used in this study. Fourteen textbooks in the field of secondary education were analyzed, and the number of pages devoted to each of three types of treatment, historical, philosophical, and scientific, were noted. The

questionnaire was mailed to the leading educators in the field who were asked to list the topics that they thought should be given in a comprehensive textbook on secondary education, to approximate the percentage of the entire volume given to each topic, and to indicate whether the treatment should be historical, philosophical, or scientific.

**FINDINGS.** The books analyzed were divided into three periods, 1910-1918, 1925-1927, and 1932-1937.

In the first period, 1910-1918, the number of pages devoted to historical treatment varied from 38 to 95½, the philosophical treatment varied from 25 to 94, and the scientific treatment varied from 226 to 545½.

In the second period, 1925-1927, the number of pages devoted to historical treatment varied from 35 to 165, the philosophical treatment varied from 6½ to 290½, and the scientific treatment varied from 529 to 667½.

In the third period, 1932-1937, the number of pages devoted to historical treatment varied from 32 to 103, the philosophical treatment varied from 109 to 439, and the scientific treatment varied from 37 to 304.

Over the three periods considered together the average number of pages given to historical treatment varied from 60½ or 13 per cent to 67 or 14 per cent. The average number of pages given to philosophical treatment varied from 56 to 11 per cent to 260 or 58 per cent. The average number of pages given to scientific treatment varied from 371½ or 76 per cent to 124 or 28 per cent.

In the time covering these three periods the space devoted to historical treatment increased 1 per cent, the philosophical treatment increased 47 per cent, and the scientific treatment decreased 48 per cent.

It is apparent that there is a great variation in each period in the treatment of secondary education. Analyzing the three types of treatment over the whole period from 1910 to 1937, there appears no marked change in the historical treatment but there is a definite trend away from the scientific treatment toward the philosophical treatment. Over this period the scientific treatment decreased by approximately the same

amount that the philosophical treatment increased. In the last two periods, 1925-1937, the scientific and philosophical treatments practically reversed their positions. The outstanding treatment of the field of secondary education today is clearly philosophical.

Slack, Jennie F. *A Survey of Student Publications in the Smaller High Schools of the State of Indiana*. July, 1938. 46 pp. (No. 346)

**PROBLEM.** The purpose of this study has been to determine the number of high schools in the state of Indiana with an enrollment of less than four hundred students sponsoring publications, the types of publications sponsored, methods of financing publications, groups sponsoring publications, training of sponsors, relationship of the high school principal and sponsor in supervising publications, methods of staff selection, journalism training offered, and the method of producing copies of the publications.

**METHOD.** Questionnaires were mailed to all principals whose high school enrollment was less than four hundred students. There were 753 high schools in this enrollment group and replies were received from 592 of the principals, 79 per cent of the group.

**FINDINGS.** Fifty-seven per cent of these schools sponsored one or more publications, the fewest publications being found in schools with an enrollment of less than one hundred students.

The school newspaper was sponsored by 58 per cent of the schools; the annual by 31 per cent.

Publications were financed by subscription charge and advertising; however, in 11 per cent of the schools, all expenses were paid by school authorities.

Fifty-eight per cent of the newspapers and 73 per cent of the annuals carried advertising.

Commerce teachers were used most often as faculty sponsors and 64 per cent of the school publications were mimeographed.

Seventy-four per cent of the high school principals helped in the supervision of publications while 69 per cent of the principals contributed articles to their publications.

Staffs were usually appointed by the faculty sponsors.

The editor-in-chief was usually a senior and a girl was considered to be the better editor.

Less than 20 per cent of the smaller schools offered journalism training.

Art work was an important feature in all school publications.

McBeth, Grace M. *An Experimental Comparison of Two Methods of Teaching Ninth Year Algebra*. July, 1938. 73 pp. (No. 347)

**PROBLEM.** The purpose was to determine whether the recitation plan or the unit plan of instruction would yield greater returns with a heterogeneous group. The results were to be measured on two bases, academic and social.

**METHOD.** Two groups of ninth year algebra students were used. Otis Self-Administering Tests of Mental Ability showed Group A, which used the recitation method, had I. Q.'s ranging from 73 to 121 with an average of 100.1, and Group B, which used the unit method, ranging from 70 to 120 with an average of 99.7.

For six weeks both groups were instructed by the recitation plan. At the end of this time Hotz Algebra Scale, Forms B was given as a basis from which to measure progress and the groups were divided for the remaining twenty-five weeks of the experiment.

To compare the results academically at the end of each semester the Manchester Tests were given. At the end of the experiment the Hotz Algebra Scale was again given as well as the State Sectional Algebra Test. To compare the results socially the pupils were asked to write their opinions of the two methods and the instructors who had contact with both groups were asked their opinions of the methods as a means of developing desirable social attitudes.

**FINDINGS.** The results were compared statistically and graphically. On each test Group B showed better results although according to statistical measurement these differences were not significant. The critical ratio favored Group B as follows: first semester Manchester test 1.49, second Manchester test .46, State Contest 2.14.

This ratio should have been 3 to be significant. In comparing the gains of Hotz Scale, Group A gained 313 points and Group B, 398 points. The critical ratio between these differences was 2.04.

For a more critical comparison twenty-two pupils were selected and paired with no difference in I. Q. greater than 4. Statistically the scores of these groups showed no significant difference although in every case the pupils in Group B made greater gains.

Chronologically Group A exceeded Group B by 7 months, and mentally by 5 months, yet in spite of this disadvantage Group B excelled in the matter of scores as well as in the amount of work covered.

In comparing the value of the methods on a social basis it was found that the balance was decidedly in favor of the unit plan as a means of developing such good citizenship traits as honesty, self-reliance, and enthusiasm for knowledge.

In spite of the increased labor for the teacher in administering the unit plan and the small statistical difference in its favor, the writer is convinced that its greater social value outweighs the small statistical difference and, therefore, feels justified in recommending the unit plan as best fitted to acquire mastery of the concepts of ninth grade algebra and to develop good social attitudes.

Cabell, Foraker A. *The History of Public Secondary Education for Negroes in Louisville, Kentucky*. July, 1938. 64 pp. (No. 348)

**PROBLEM.** This study was undertaken in order to establish an authentic record concerning the establishment and growth of public secondary education for Negroes in Louisville.

**METHOD.** The historical method was followed chiefly, although the writer used the statistical method for the development of certain tables. The writer obtained most of the data concerning the legal documents which dealt with secondary education for Negroes, both in the city of Louisville and in the state of Kentucky, from the Kentucky State Library at Frankfort, Kentucky. Data concerning facts pertaining to the establishment of Negro secondary edu-

cation in Louisville—the school plants, the teaching force, the student body, and school finance—were obtained from the files of the Louisville Board of Education by special permission given to the writer by one, Miss Cress, the secretary to Dr. Zenos E. Scott, superintendent of the city schools of Louisville. Much helpful information was obtained also from the records in the offices of the present secondary schools for Negroes in Louisville. Many facts of human interest which pertained to the establishment and growth of Negro secondary schools in Louisville were obtained from personal interviews with eye witnesses.

**FINDINGS.** Secondary education for Negroes in Louisville began in the fall of the year 1873. The school contained only one teacher and three pupils when first established; while at the present time the teaching force has grown to more than 125 individuals, and the student body has increased to nearly three thousand members.

The early school plants, which were poorly constructed and contained the most limited provisions for comfort, have been replaced by modern structures. These modern structures are most adequately equipped.

The Negro youth are taking advantage of the secondary school facilities in Louisville in a larger way each year.

The establishment of Negro junior high schools in Louisville has greatly increased the effectiveness of the teaching process.

There is an increasing emphasis being placed on industrial education in the Negro secondary schools in Louisville. There is much evidence of a growing tendency to change the primary aims of these secondary schools from college preparatory units to educational units which prepare the student for some vocation.

Sister M. Theresa Markowitz. *Attitudes of High School Pupils toward Various Subjects of the Curriculum*. July, 1938. 45 pp. (No. 349)

**PROBLEM.** This study was undertaken to investigate the attitudes of high school pupils toward algebra, geometry, English, Latin, history, physics, chemistry, and biology; to find what the effect of these attitudes is upon learning, how the attitudes

of boys compare with the attitudes of girls, what influence different vocational goals have upon these attitudes, what relationship there is between intelligence quotient and attitude and between achievement and attitude, and how attitudes of pupils differ in the various grades.

**METHOD.** The survey method was used. Attitude tests were given to all the students involved in the study. Comparisons were made between the various means of the attitude scores and the educational variables, sex, grade, and vocational goals. Correlation coefficients of attitude scores and achievement scores and of attitude scores and intelligence quotients were calculated. Still further comparison was made by a graphic treatment of the data. The frequency polygons of the attitude scores were constructed according to subject preferences of the pupils.

**FINDINGS.** The average attitude toward all subjects is definitely favorable.

The subjects, when all students are considered, rank in order from highest to lowest: English, biology, history, algebra, geometry, physics, chemistry, Latin.

For girls the order of preference is English, history, chemistry, algebra, biology, Latin, geometry, physics; for boys the order of preference is history, English, geometry, physics, biology, algebra, chemistry, Latin.

Attitudes tend to be definitely for or against a subject and not neutral.

Those who chose one of the professions as their vocational goal showed a slightly more favorable attitude toward all subjects than did those who chose another career.

There is a low correlation between Latin and intelligence quotient. The other subjects show practically an absence of correlation with intelligence quotient.

There is a low correlation between attitude toward Latin and achievement and attitude toward algebra and achievement. The other subjects show no correlation.

The comparisons of attitude scores by grades show the greatest variation between seniors and any one of the other classes.

Reed, Loren T. *Desirable Personality Traits of Teachers*. August, 1938. 86 pp. (No. 350)

**PROBLEM.** This study concerns the finding out of what personality traits, shown by teachers, have been of greatest incentive and encouragement to inspire their pupils to do good school work, and what traits have been less important or not important as an incentive to their pupils.

**METHOD.** The general research work, reading, addresses, and information gained by a checking list were used in this study. The checking list was made up of thirty-eight personality traits which were chosen from the four lists of personality traits that were taken from studies previously made, namely: Mead's List, Nebraska Wesleyan University List, Charters and Waples' List, and Dr. J. R. Shannon's List. Twenty-three of these traits were found in the four lists mentioned above and fifteen more were common to three of the four lists. The twenty-three traits and the fifteen traits were then taken together and arranged alphabetically to make up the checking list which was used in this study.

**FINDINGS.** Out of thirty-eight traits checked by the 323 high school pupils, the ten predominating traits selected, namely, accuracy, enthusiasm, fairness, cleanliness in habits, integrity, self-control, friendliness, power of expression, alertness, and co-operation may be considered parallel to the general consensus of opinion of the high school pupils of the land. By a careful study of these ten traits, and other traits as well, the teacher can cultivate a better understanding of his own personality development.

According to the list checked by the teachers, the predominating traits are listed in the following order: enthusiasm, common sense, cleanliness in habits, fairness, accuracy, integrity, alertness, sympathy, dependability, and self-control.

Seven traits are found common to both lists, namely, accuracy, enthusiasm, fairness, cleanliness in habits, integrity, self-control, and alertness.

These results indicate that there is a correlation between the teachers' point of view and the pupils' point of view regarding the majority of the predominating traits.

There are certain traits that showed a persistent tendency to come to the top in

nearly every group to which the checking list was given. This proves that, while numerous traits are important, certain ones are outstanding. The fact that seven of the predominating traits in the table summarizing the lists checked by high school pupils were also common to the table summarizing the lists checked by the teachers as far as this investigation is concerned is an indication that these are the traits of most worth to society.

McCoy, Freeman S. *A Study of The Commercial Curriculum and Community Needs*. August, 1938. 47 pp. (No. 351)

**PROBLEM.** This study was concerned with the following major problems:

(1) To study the vocational opportunities in Warren, Ohio, and to discover how nearly the business curriculum fits the community needs.

(2) To determine the desired training, age, sex, and experience for employees in different office positions which information will be useful in vocational guidance.

(3) To make suggestions from the data that will provide a basis for improving commercial education in the high schools.

**METHOD.** The interview combined with the questionnaire method of approach was used in securing the data. Fifty-one business men of Warren, Ohio, were personally interviewed. These business men represented offices where from one to two hundred persons were employed. In the case of the larger offices of the steel mills and manufacturing plants the Personnel Directors or Office Managers were interviewed. This study was made to secure the opinions of business men as to the effectiveness of the commercial curriculum.

**FINDINGS.** A total of 635 employees were listed by the fifty-one executives. Seventy-eight per cent of the employers said they would hire high school graduates.

Fifty-two per cent signified that they would be willing to employ graduates with no previous experience. Eighteen years was the age required by most firms of their employees. Only two positions were open for persons with less than a high school education. The trend seemed to be to employ people with more than a high school education.

Fifty-six per cent of the office employees were women and practically all employers expressed a preference for women stenographers and secretaries. Men were preferred for clerical jobs, especially as general office clerks in the larger offices. Forty-one per cent of the employees were engaged in clerical work, 24 per cent in stenographic, 20 per cent in selling, and 15 per cent in bookkeeping positions.

The four personal traits of honesty, dependability, loyalty, and initiative were ranked highest by the people interviewed as most desirable in their employees. Most of the personnel directors thought their employees were weak in spelling, personal initiative, use of English, punctuation, and mathematics.

The commercial curricula of the schools should include courses in law, advertising, and salesmanship for their general education value. Typing and office practice were believed to be most useful to the majority of the employees. Courses in business English and business arithmetic were thought to be the most valuable of the social-business subjects.

Part-time training for seniors was thought desirable by 76 per cent of the business men.

Adams, Carter L. *A Handbook on Finance for Superintendents in Indiana*. August, 1938. 110 pp. (No. 352)

**PROBLEM.** This study was undertaken to secure some very definite information on the financial phase of the superintendent's work in Indiana schools.

**METHOD.** The normative-survey method was followed. Interviews were held with some of the leading state officials and educators of Indiana, and their handbooks were briefly compiled to give the legal basis for their methods of financial accounting.

**CONTENTS.** The exact method of financing education in Indiana is explained, and the method of distributing these moneys is given in some detail. The procedures of budget-making and bonding are given, and the necessary forms are illustrated. The methods of accounting and reporting are set forth as required by the State Board of Accounts of Indiana. Bulletins from the State Department of Education in Indiana

are given which contain detailed information on recent changes of procedures in reporting. These data are so organized that a superintendent may have a ready reference work on financial matters.

Hodge, Edith. *A Study of What Teachers of the Intermediate Grades in Indiana Are Doing with Subnormal Children in Buildings Where No Special Facilities Such as Opportunity Rooms Are Available*. August, 1938. 50 pp. (No. 353)

**PROBLEM.** The purpose of this investigation was to collect data concerning the methods, procedures, and activities which teachers of the intermediate grades (four, five, and six) in Indiana are using in their work with subnormal children in buildings where no special facilities such as opportunity rooms are available; to compare these findings; and to interpret them in relation to the practices found most helpful.

**METHOD.** The questionnaire method was used. Two hundred questionnaires were sent to the largest cities and towns throughout the state; 105 were returned, four of which were not used because of certain inaccuracies in filling them. The total number of questionnaires used in this study was 101 (382 cases) or 50.5 per cent of those sent out.

**FINDINGS.** Data received indicated that case study records were not kept in the majority of cases. The item which ranked first as being of most value for purposes of case study record was *home background*.

It was found advisable to use concrete material (pictures, games, and visual instruction) in the teaching of the majority of the cases reported.

Individual instruction rather than class work was found to be a better method of helping the majority of the children.

Returns indicated that a greater percentage of teachers gave some form of intelligence test. The Henmon-Nelson Intelligence Test was used more often than any of the other tests reported.

The majority of the teachers who did not give some form of intelligence test judged the children to be subnormal on the basis of inability to do the work of the assigned grade level satisfactorily.

The normal children acted as helpers and assisted with the instruction of the subnormal children in the majority of cases reported.

It was found inadvisable to teach the subnormal children solely through the method of listening to the others and learning in that way.

The average amount of time beyond that spent in ordinary class procedure which thirty-three of the teachers found it possible to give to the subnormal children during the school day was twenty-eight minutes; forty teachers reported that the amount of time varied from "none" through "very little" to "one-half day"; seventeen teachers reported that the time varied but did not specify time limits. The time spent with the subnormal children was distributed throughout the day in the majority of cases.

A greater percentage of teachers answered "yes" in regard to whether subnormal children should be promoted each semester without repeating the work.

In listing the activities, suggestions, and procedures which teachers have found helpful in working with subnormal children in the intermediate grades, the comment which was first in ranking order was, "Work as near the child's level of achievement as possible."

Spencer, Herman H. *The Present Status of Traffic Safety in Education*. August, 1938. 71 pp. (No. 354)

**PROBLEM.** This study has attempted to give a clear cross section of the present status of traffic safety as it is now being taught throughout the United States. Six major phases were investigated: (1) how many states require the teaching of safety; (2) departments teaching safety education; (3) methods used in teaching safety education; (4) devices used in teaching safety education; (5) states that have laws pertaining to school bus drivers; and (6) what the reports from various schools throughout the United States indicate.

**METHOD.** Three types of questionnaires were sent out; one to each state superintendent of schools in the United States; one to each state road superintendent in the United States; and one to about twenty

school superintendents located throughout the United States.

FINDINGS. A total of twenty-four states now require by law the teaching of traffic education. Traffic education is taught in practically every department in the school system. However, the social studies and physical education departments lead in the teaching of traffic education.

The methods used in teaching traffic education vary—classroom, assembly programs, special safety week, radio posters, and actual driving courses, as well as many other devices.

Many ideas are used to promote safety for school children; the safety patrol, safety council, Girl Scout, Boy Scout, and safety zones are among the most common.

The states that have a very definite requirement for school bus drivers number twenty-two. Some of the other states have drivers' laws but not a definite law in regard to school bus drivers.

The reports from various schools indicated that the question of traffic education is being considered as an important phase of our teaching. No one definite way of teaching this subject can be said to be the best. A great amount of experimenting and patience must be used before the problem will be solved.

Liggett, Clarence Robert. *An Investigation and Analysis of Music Magazines Read by Public School Music Teachers of Indiana*. August, 1938. 82 pp. (No. 355)

PROBLEM. This study was made in an attempt to solve several important questions: (1) What music magazines are read regularly by public school music teachers in the state of Indiana? (2) In what phases of music teaching are the state music instructors most interested? (3) What magazines contain the greatest number of helpful articles dealing with these various phases of music teaching? (4) What magazines are the most helpful according to the teachers? (5) What music magazines are listed in the Indiana school libraries for a student and teacher reading?

METHOD. The research method was followed. The data was compiled by tabulating the content of 336 usable questionnaires returned by Indiana music teachers and by

analyzing the most important music magazines over a period of ten years.

FINDINGS. *The Etude Music Magazine* was read regularly by 217 Indiana public school music teachers which represents 64.28 per cent of the group that reported. The five most frequently read music magazines in descending order are: *The Etude*, *The Music Educator's Journal*, *Educational Music Magazine*, *School Musician*, and *School Music*.

Five hundred sixty-six magazines were read regularly by 213 teachers, an average of 2.65 magazines per teacher.

*The Etude* was rated most helpful by 96 teachers, 28.57 per cent of the total group. Fifty-seven high school teachers, 26.38 per cent of the high school group who reported, tied *The Music Educator's Journal* with *The Etude* for first place in helpfulness. The five highest magazines rated most helpful by teachers are: *The Etude Music Magazine*, *The Music Educator's Journal*, *Educational Music Magazine*, *School Musician*, and *School Music*.

*The Etude Music Magazine* was listed in more school libraries than any other music magazine. Sixty-three schools, 18.75 per cent, ranked it first. There were 130 magazines listed in 216 school libraries, an average of .6 magazine per school.

Grade music teachers are especially interested in grade chorus, music appreciation, piano classes, mixed chorus, and rhythm bands ranked in the order given.

High school teachers are most interested in senior band, senior orchestra, conducting, junior band, and mixed chorus.

Teachers of both grade and high school music are interested in girls' glee clubs. One hundred and forty-seven teachers, 68 per cent of the group, ranked this phase first. The five major interests ranked in descending order are: girls' glee club, mixed chorus, senior orchestra, operetta production, and boys' glee club.

The ten major interests of 189 music teachers, 56.25 per cent of the entire group, are: girls' glee club, mixed chorus, senior orchestra, music appreciation, operetta production, conducting, boys' glee club, junior orchestra, senior band, and grade chorus.

There is a scarcity of good articles in current music periodicals dealing with glee

club and mixed chorus work.

To gain new ideas in music teaching and education the music teacher should read the following magazines: *The Music Educators' Journal*, *School Music*, *Educational Music Magazine*, and *The Musician*.

Miller, Inez G. *The Integrated Program as a Trend in the Teaching of Elementary Children*. August, 1938. 56 pp. (No. 356)

**PROBLEM.** This study was undertaken with a twofold purpose: (1) to make an investigation of the trend relative to the using of the integrated program for purposes of elementary schools, as revealed by educational literature and practices; and (2) to relate a unit of work illustrating the theory of integration as taught and evaluated by the writer.

**METHOD.** The historical research method of gathering data from educational literature and practices was followed. The study has traced the trend relative to the using of the integrated program from the eighteenth century up to the present time, including citation of seven exponents of integration and giving their theories and practices. Other than these data, interpretations were considered from seventeen outstanding educational leaders of the country. All of these interpretations were analyzed and some conclusions were drawn.

**FINDINGS.** The historical research data has shown that the philosophy which is basic to integration is quite old but remains sound and has survived for more than two centuries; the movement or practices of integration are new; however, there are noticeable trends toward the integrated school program. The integration and concurrent offering of the courses has been tried by very few institutions, although three-fourths of the supervising teachers of eighty-one responses in John O'Connor's study favor this practice.

There lies an unexplored area whose possible fertility for enriching the uncultivated soil of education is unlimited. The integrated program must soon come to everyone's attention because it is a reaction from traditional and formal teaching; there is a changed attitude toward the child, and

one must recognize the needs and demands of social change. We still have to hand down information, but now we have an added responsibility, that of training young people to face situations in a changing social and industrial society.

Ray, George Edward. *Recent Approaches to Character Education through Practices and Activities, 1925-1938*. August, 1938. 265 pp. (No. 357)

**PROBLEM.** The problems considered under the study were: (1) the present practices and the procedures in use in building the character program of the United States; (2) the extent to which the present activities are satisfactory or unsatisfactory; (3) the types of practices which should be employed to improve the character of the people.

**METHOD.** The survey method was used. Publications obtained from the Indiana State Teachers College Library constituted the greater part of the study. Supplementary materials were obtained from Indiana University, Indiana State Library, several state departments, school systems, and publishing firms.

**FINDINGS.** Character education has been a subject of vital interest to people in all ages. For the most part the home and the church have borne the responsibilities for character training in the past.

Conditions of society have become so complex that the school, perhaps the best organized institution of this day, has been called upon to share the responsibilities. A new emphasis, with character education as the main objective of the educational process, has come into all education.

The school occupies a strategic position and has a unique opportunity to continue the work which the home, the church, and the community are passing on to it.

Two methods of character education have been tried—the direct and the indirect. The study found that about 40 per cent of the schools use the direct method while 60 per cent use the indirect method; each has merit and a place for proper use.

The teacher, the classroom, and the curriculum are coming to be principal factors in character building. Modern educational

procedure is at least as important in developing character as in imparting information.

Activities similar to those of real life contribute most to the up-building of character. Clubs, extra-curriculum activities, and organizations are placing character-building as their primary objective and are succeeding the more because of their doing so.

Some of the more prominent approaches are through discipline, dramatization, law, exhortation, counseling and mental hygiene, discussion, and participation. The several sociological institutions and many voluntary organizations have appeared.

The Iowa Plan, the Five Point Plan, the School Republic, and the Self-Government Committee are intended as ways of organizing and conducting school activities with little or no additional machinery. The Junior Red Cross, the Knighthood of Youth, the Pathfinders of America are societies maintaining headquarters and extending their work into the schools.

Here and there throughout the country are schools, cities, and states that have developed indigenous schemes for character education. Review was made of the plans of Yorkville Junior High School, the school systems of Boston and Los Angeles, and the states of Utah and Nebraska.

Finally, there is no royal road to good character. The combined efforts of all agencies must be mobilized in the common cause. The school must become the spearhead of the wedge that is to split and rout the forces which ravage the character of the people. But the school cannot continue this work into adult life. Purposeful effort, occupation, college, church, and other sociological agencies must continue the work.

Kirkman, Consuelo C. *An Analytical Study of Education and Art Publications to Determine the Trends in Art Education*. June, 1939. 94 pp. (No. 358)

**PROBLEM.** This study was undertaken: (1) to survey the trend of art education through an analysis of art books, books on education, and articles on art from a selected group of magazines; (2) to analyze and classify several courses of study to determine the progress or trend in content

and subject matter commonly employed in organizing the curriculum in art.

**METHOD.** The analytical method was followed. A number of outstanding books on art and art education from 1900 to 1935 were read and analyzed. An analysis of several courses of study was made to determine the trend in content and subject matter used in organizing the curriculum of the early 1900's to 1935. An analysis was made of outstanding educational and art periodicals to determine the trend in articles written by prominent educators.

**FINDINGS.** A history of art education reveals the fact that objectives have changed frequently during the brief sojourn of this subject in the curriculum. Emphasis has been placed upon the vocational objective, upon "art for art's sake," upon the commercial arts, the household arts, the history of art, and the practical arts; upon art for industry, culture, and pure esthetics; and upon art for everyday life. Like all departments, that of art has passed through periods of experimentation and many times during the brief history of this subject, it is found that objectives have been stressed which would not meet the educational demands today.

Perhaps one of the most significant things in the history of art education was the national recognition on the part of art educators in 1924 of a unified problem and the establishment of a commission in 1925, The Federated Council on Art Education, to study systematically and scientifically from a national point of view the problems of art education.

In this thesis some of the most significant facts found show an encouraging trend, the trend of definite objectives which meet the real needs of the pupil. It is evident that the present trend in objectives is toward appreciation, creativeness, and self-expression.

An analysis of the courses shows a complete revolution in curriculum making is at present taking place in the public schools.

Through new and advanced methods of teaching through diagnostic tests and individual remedial work, the amount of time necessary to the mastery of the three R's, formerly considered the major obligation of the elementary school, has been

greatly reduced, and this time is being devoted to the development of more creative forms of work.

In the past, schools and teaching methods did not take into consideration the emotional life of the individual. Art educators in the early 1900's were interested mainly in art rather than in childhood. In the short space of thirty-five years students of education have registered in increasing numbers under the banner of the doctrine of self-expression and maximum child growth.

Nugent, Muret. *A Guide for the Conduct of High School Mathematics Clubs*. June, 1939. 60 pp. (No. 359)

**PROBLEM.** The purpose of this study was threefold: (1) to make a brief survey of mathematics clubs over the country; (2) to justify such clubs as essential to the modern educational program; and (3) to assemble available material for use in organizing and conducting mathematics clubs in secondary schools.

**METHOD.** The research method was followed. A careful analysis of many books and periodicals was made to aid in a solution of the problems. These books and periodical articles dealt with mathematics clubs and the problems connected with their justification, organization, functions, and purposes.

A brief questionnaire was distributed to teachers of mathematics enrolling at Indiana State Teachers College the first summer term of 1938 asking for information relative to their school mathematics clubs.

**FINDINGS.** The study showed that the organization of mathematics clubs in the secondary schools in the United States began before 1912. The Horace Mann High School in New York City was one of the first to organize a club.

Although the mathematics club has been used as a teaching aid for more than twenty-five years, schools have been very slow in accepting it generally.

One study of mathematics clubs showed that only one hundred schools from a group of thirteen hundred senior high schools in the United States had mathematics clubs that were actually functioning. A similar study of 172 schools disclosed only 14 clubs.

The results of this study followed very

closely the results of the two previously mentioned reports. Of the fifty questionnaires distributed only thirty-three were returned. From the thirty-three reporting only three mathematics clubs in the senior high school and one in the junior high school were reported.

Club activities were found to consist mainly of the historical aspects of mathematics, preparation of demonstration materials, mathematical recreations, play production, exhibits, and the collection of library materials and visual aids.

The study has resulted in a large supply of reference materials, both from books and periodicals, on the various aspects of the functions of the mathematics club.

The mathematics club provides an answer to the old problem of what to do with the brighter-than-average and the slower students usually found in mathematics classes.

The school mathematics club is a necessary part of education in this period of transition from the formal traditional schools to the school of the future in which life is actually lived.

Jenks, Esther Newton. *The Function of Adult Education in a Democracy*. June, 1939. 58 pp. (No. 360)

**PROBLEM.** This study had as its objective (1) a review of the history and philosophy of the adult education movement in the United States in order to establish criteria for the interpretation of its present activities and trends. Furthermore, this study sought (2) to discover the potentialities of adult education for enriching individual life in the areas of health, leisure time, human relationships, natural sciences, fine arts, and vocations, and through right experiences in these areas the possibilities of preserving our democracy.

**METHOD.** After reading many books pertaining to the history and the philosophy of the education of adults, and many magazine and newspaper articles, and listening to scores of broadcasts, the material so obtained on the subject was interpreted and verified as six definite areas of experience in which adult education functions.

**FINDINGS.** The need for adult education was recognized in America's colonial days.

It has been the concern of historians, statesmen, and philosophers for many generations.

Within the last ten years the capacity for adult education has been established through the researches of Edward Thorndike and others.

A desire for further education has been created through such agencies as extension courses in agriculture and home economics, alumni education, museums, correspondence courses, forums, libraries, men's and women's clubs, parent education, education of prisoners, radio, church, recreation programs, theatre, puppetry, corporation training, vocational training, and rehabilitation programs.

At present there are twenty-seven million people engaged in some form of adult education, and the number is increasing at the rate of a million more each year.

Van Lanningham, George. *The Study of College Leaders*. June, 1939. 82 pp. (No. 361)

**PROBLEM.** This study has been made for the purpose of determining the characteristics most predominant in college leaders. The study was undertaken for the purpose of gathering information about college leaders relative to scholastic records, intelligence rating, organization (social) affiliations, age, physical size, number in family, living quarters while in school, academic interests, size of high school from which the leader was graduated, and occupation of father.

**METHOD.** The names of the leaders to be studied were obtained from the Indiana State school annual, *The Sycamore*, over a period of eleven years from 1921 to 1932, inclusive. An exact total of 377 students was studied. Part of the information relative to the leaders was taken from the official records of Indiana State. Part was secured through questionnaires sent directly to the individual subjects.

**FINDINGS.** The range of the percentile scores of the intelligence tests of the leaders was from 1 to 99. The average intelligence rating of the leaders was slightly above the group of which they were leaders.

The most significant fact of the study

was revealed in the grades of the college leaders. While the leaders had intelligence scores of only slightly above the average for the entire college, the grades of these same leaders were substantially above the average, indicating that their unusual scholastic achievements were the result of extra effort more than native intelligence.

Eighty-five per cent of the leaders were members of social fraternities or sororities.

The age of the college leader was slightly above the average age of the group in which he was leader.

In regard to physical size of leaders there was a difference in the findings as between male and female. The men leaders were considerably above the average in size, but the women leaders were slightly below average in size.

College leaders at Indiana State come in substantial numbers from families of all (numerical) sizes, all economic classes, and from small, medium-sized, and large high schools.

A study of the academic interests of the leaders (taking into consideration the different number enrolled in each major) revealed that students with majors in physical education and commerce had the greatest leadership qualities. Few leaders were found among students with majors in music, home economics, and industrial arts.

Hodgers, Robert W. *A Comparative Study of the Out-of-School Activities of City Boys and Country Boys*. June, 1939. 49 pp. (No. 362)

**PROBLEM.** This study was concerned with a presentation of data relating to a group of high-school boys from the city and the country. The chief purpose was to compare the home life of these two groups to determine if there is anything in their home life and leisure time that would contribute to or detract from the success of either group. The aim of this study also was to show the aims, abilities, and ambitions of these boys.

**METHOD.** The material was secured by the personal interview method. One hundred boys in the city and one hundred boys in the country were contacted personally by the writer. These boys were selected at random from the city of Terre Haute and Jefferson County with no emphasis placed

upon their scholastic standing in their respective schools.

FINDINGS. A total of 80 per cent of the homes of the city boys were modern and 35 per cent of the homes of the country boys were modern.

The families from which these boys came represent what might be called the average-middle-class family and home of this country. It was found that 97 per cent of the homes of the city boys were unbroken and the remaining 3 per cent of the homes were broken by the death of either the father or the mother, while the homes of the country boys remained unbroken.

In this study of the two hundred boys it was found that 31 per cent of the city boys and 24 per cent of the country boys were engaged in hobbies that would afford them a means of earning a livelihood later in life, and the remaining 69 per cent of the city boys and 76 per cent of the country boys had hobbies of an educational nature. Of this group 75 per cent read books and magazines that would be of help to them educationally rather than just for entertainment.

Interest in the activities that center about the church provides the stimulus for a wide range of pleasant participative behavior and satisfies rather definitely the social and religious urge. Of the two hundred boys 54 per cent from the city and 60 per cent from the country were church members, while another 21 per cent had church affiliation. This seems to bear out the fact that the youth of today, at least in the communities studied, are still religiously inclined.

Ninety-three per cent of both groups had made a choice of occupation which they wished to pursue. In the case of the country boys 94 per cent had chosen farming, 4 per cent engineering, 1 per cent law, and 1 per cent was undecided, while 42 per cent of the city boys had chosen engineering, 24 per cent law, 9 per cent electricity, 12 per cent medicine, mechanics, and reporting. Thirteen per cent were undecided and they were all in the freshman class.

Combs, Olga Andrews. *A Mental-Educational Survey of the Pupils in Grades 2A to 8A of the Indiana State Teachers Col-*

*lege Laboratory School in January, 1938.* June, 1939. 154 pp. (No. 363)

PROBLEM. The purposes of this study were: (1) to determine how well each pupil in grades 2A to 8A of the Indiana State Teachers College Laboratory School, Terre Haute, Indiana, in January, 1938, was achieving what his ability indicated he was able to achieve; (2) to compare the children of grades three to eight of the 1938 Laboratory School and of the 1929 Training School; and (3) to determine the degree of need for more testing, for readjustment of the present curriculum, and for an ungraded room.

METHOD. The Otis Intelligence Tests, Primary and Advanced, and the New Stanford Reading Test were given to the children in January, 1938. The medians of the test scores were compared with standard norms and with other medians. Quartile deviations were used to show width of range of scores above and below the median. The above grade, at grade, and below grade levels of all scores were used in the study of the various classes. Facts from Dr. Olis Glen Jamison's study of the 1929 Training School were used in comparing the children of that school and those of the 1938 Laboratory School.

FINDINGS. The children of the 1938 Laboratory School, as a group, compare favorably with any unselected group. Ten of the thirteen classes have a median I. Q. of 100 or more.

The group, as a whole, is young chronologically.

Only four of the thirteen classes have absolutely unsatisfactory median mental ages.

Seven classes show decided indication of high standing in relation to the median or average child, four have low standing, and two classes are average.

Seven classes have median R. A.'s at or above the norm; three, only a very little below the norm; and three, from five to twelve months below the norm.

Seven classes have median R. G.'s above the norm; one, at the norm; and five, below the norm.

The comparison of I. Q.'s and R. G.'s is true to form in that the children with lower I. Q.'s accomplish more, comparatively, than those with higher I. Q.'s.

The social levels represented in the 1938 Laboratory School are those of the unskilled laborer and "white-collar" laborer groups; those in the 1929 Training School were the professional and business groups and the "white-collar" laborer group.

The children in 1938 were older, chronologically, than those in 1929.

With the exception of one class, the children in 1938 have lower M. A.'s than those in 1929 but have slightly better R. A.'s than those in 1929.

Alexander, Curtis. *A Survey of the Vocations and of the Vocational Leanings of Boys who Entered the Potomac, Illinois Township High School between the Years 1929 and 1935 Inclusive*. June, 1939. 130 pp. (No. 364)

**PROBLEM.** This study was undertaken to find out if the curricular offerings of the Potomac, Illinois, Township High School have or will best prepare the male students to meet the problems of their adult lives.

**METHOD.** The questionnaire method was followed. The questionnaires of twenty-four questions were handed to those living in the community and were mailed to those living outside the community. The information was obtained from 172 (or 90.52 per cent) of the total of 190 former male students who attended this high school.

**FINDINGS.** From the findings of this study it might be concluded that as a whole the subjects being offered in this high school at the present time are satisfactory since twenty-six former students didn't suggest that any subjects be added to the present course of study. They thought that the present course of study was satisfactory. The sixty-eight former graduates who attended a school of higher learning than the high school level acclaimed 100 per cent that their high school training had aided them in their further training. Only in the case of a few subjects as mentioned in the body of this study did many former students request that the same subjects be added to the course of study, but there were many who suggested that a number of different subjects be added, however, there were not enough who agreed on the same subject. This finding indicated that as a whole the curriculum as it

stands at the present time is preparing the male students to meet the problems of their adult lives.

Bailey, Milton A. *A History of the Public Schools of Knox County*. April, 1939. 151 pp. (No. 365)

**PROBLEM.** This study was undertaken with a fivefold purpose: (1) to trace the development of education in Knox County and to contribute to an understanding and evaluation of present day educational conditions in the county; (2) to show how the functions of schools shift and how the support and control of education have changed from simple arrangements to those that are now centralized and complex; (3) to suggest through records of events fruitful generalizations from past experiences that may act as controls for behavior in the present as well as in the future; (4) to present the educational ideals of the past in order to enable educational workers to avoid the mistakes of the past; and (5) to compile for the people of Knox County a history of the public schools from their beginning to the present.

**METHOD.** The research method was followed. Many sources of data were used. The most valuable information was secured from histories, old records, official reports, and personal interviews. Many of the schools of the county were visited and much information secured by observation.

**FINDINGS.** At the time Knox County was organized in 1790 public education was carried on in the widely spread, rough schoolhouses.

The cause of education in the county advanced slowly, even after it had been provided for in the state Constitution. There was no school law under the territorial government, nor any state law on common schools until 1824. Most all the schoolhouses built both before and for some time after were erected by the voluntary efforts of neighbors, and all schools were supported by agreements between teachers and patrons.

A free school system was not provided for until 1850. Each district had complete jurisdiction over its school affairs. The taxes for building the schoolhouse and for the support of the teachers were assessed

by the authority of the district. The amount of tuition to be assessed against each child attending school was fixed by the local board. There was little money for the support of small schools until 1837; consequently, the above provisions had little effect on the numerous rural schools upon which so many depended for training.

In no field has the progress of Knox County been more marked during the last half century than in the field of education. From an illiterate condition Knox County has risen to be one of the foremost counties of the state. The common schools have been greatly improved and their teachers are better educated. Every city and town of any size has a system of graded schools and a well-equipped high school which can prepare their boys and girls for college or give them practical manual training for some trade or vocation. Township high schools are established in the county so that a high school is within reach of every child. The county school system is well organized and directed. All of the high school teachers are now college graduates and all the teachers of the elementary schools have at least two years of college training.

Pierrard, T. Arthur. *Federal Aid to and the Trend in Vocational Education in Indiana by the Federal Government*. June, 1939. 100 pp. (No. 366)

**PROBLEM.** This study was undertaken for the following purposes: (1) to find out what Federal aid, if any, was being given to Indiana for educational purposes; (2) to learn what phases of education were receiving Federal aid; (3) to determine whether or not arguments for outweighed arguments against Federal aid; (4) to determine further needs for Federal aid to education in Indiana.

**METHOD.** Researches were made dating back as far as any statistics were available. The researches were made through materials sought and found in the Indiana State Library, in the city library of Evansville, in Indiana State Teachers College Library, in the city library of Terre Haute, in the office of education in Indianapolis, and in the office library of E. E. Ramsey, head of the department of education at

Indiana State Teachers College. The Indiana Yearbooks dating from 1917 to 1937 and the Indiana teachers directory supplied most of the material which has been compiled into the tables of the thesis; however, material for the tables showing proposed Federal aid were found in the magazines, *School Executive* and *School Management*.

**FINDINGS.** The Federal government, almost from its beginning, has made some provision for the support of education. The first move in this direction was through Federal land grants which provided that specific areas be set aside for the establishment of schools.

Most of the Federal support has been to vocational education. Federal funds for vocational education in Indiana have increased from \$44,034.97 in 1918 to \$543,512.56 in 1938. This increase to the casual observer might seem enormous, but when it is compared to amounts appropriated for other than educational projects it will be found almost insignificant.

Indiana has benefited through Federal legislation since 1933. Still the communities which lack capital are unable to match Federal appropriations and are left with no better educational facilities than before 1933.

It was found that educational bills are constantly standing before Congress but difficulty arises when an attempt is made to pass the bills. The difficulty seems to arise as a result of deciding on just how far the Federal government should go in controlling the disposition of funds to the states.

There seems to be only one solution to the problem and that is for the Federal government to make direct contributions without any restrictions to the support of education.

Myers, Will P. *The Withdrawals in Vermillion County Township High Schools from 1934 to 1937*. June, 1939. 61 pp. (No. 367)

**PROBLEM.** This problem was presented to the author one day while he was studying the files in the office of the county superintendent. A large number of withdrawals were apparent. Obviously there were reasons for these students leaving school. What those reasons were and the environment

which may have been responsible for them was to be of interest to all those associated with the public schools.

**METHOD.** In order that these data would be as complete as possible, the author held an interview with the principal of each of the six township high schools in Vermillion county. At this interview the permanent record cards and school registers were carefully checked for the following data: (1) age of pupil at time of withdrawal; (2) grade placement in school at that time; (3) year of withdrawal; (4) occupation of parent or guardian; (5) average or general scholarship; (6) scholarship in particular subject fields required of the students in all of the high schools; (7) extra-curriculum activities engaged in by the withdrawal. In addition to this information, a statement of the reason for the withdrawal was given by the school official who had known the pupil the best.

**FINDINGS.** Although the author realizes that no problems can be solved by the data presented, it is hoped that some schools can be made aware of the need for caring for their pupils to the extent that the number of withdrawals will become very small.

A statement of the conclusions which may be accurately drawn are as follows:

1. No particular school has had a very marked degree of elimination greater than any of the others.

2. The greatest number of the withdrawals is from the farming group; the unskilled laboring group offers the second largest number.

3. The greatest number withdrew upon reaching the age of sixteen.

4. Of the pupils who remain after they are sixteen, most of them graduate from high school.

5. A large number of the pupils withdrew before the end of their sophomore year.

6. The scholarship of the group as a whole is below average and includes many failures.

7. English and mathematics are of greatest scholastic difficulty for this group.

8. Very few of these pupils engage in any extra-curriculum activity.

9. Lack of interest in school was the predominate reason for withdrawing, with

marriage in second place.

Sister M. Gerard Maher. *A Survey of the Reading Interests of the Ninth and Tenth Grade Pupils in Four Small High Schools*. June, 1939. 98 pp. (No. 368)

**PROBLEM.** This study was undertaken with a threefold purpose: (1) to make a survey of the reading ability of 198 ninth and tenth grade pupils of four small high schools in northern Indiana; (2) to make a survey of the reading interests of the same group; and (3) to compare the results of the surveys with the home environments, the teacher ratings, and the intelligence quotients of the same group.

**METHOD.** The normative survey method was followed. The Haggerty Reading Examination, Sigma 3, Form B was used to determine the silent reading comprehension ability, and the New York English Survey on Literature Information was used to determine the general literature information ability of the group. Three questionnaires were prepared and administered to learn the reading interests and habits, the home environments, and the general attitude of the group toward leisure reading. The teacher ratings were obtained from the English teachers in the four schools, and the intelligence quotients were secured from the scores made by the pupils on intelligence tests. The findings on the reading examination and the literature information test were compared with findings on the questionnaires.

**FINDINGS.** A significant relationship existed between the silent reading comprehension ability and the general literature information ability, since the median for each was at the eighth grade level.

The grade scoring highest in the Haggerty Reading Examination also scored highest in the New York English Survey on Literature Information.

A low relationship existed between the pupil's ability to appraise his own reading difficulties and his actual reading difficulties. Many pupils making low scores on the Haggerty Reading Examination (the silent reading comprehension test) did not know that they had reading difficulties.

For the entire group a low relationship existed between the average number of fic-

tion and non-fiction books read and the scores made on the New York English Survey on Literature Information.

For the individual pupils making the highest scores in each grade in each school, there was a high relationship between the number of books and magazines read each month and the scores made in the silent reading comprehension and general literature information. A high relationship likewise existed between the individuals making low scores and few books and magazines read each month.

The English teachers showed a tendency to rate the pupils higher in scholarship and industry than their actual ability as indicated by the results of the tests.

High-scoring pupils came from homes in which the average number of children was 3.8. This number is below the average for the entire group.

Little difference was found between the average number and kinds of books and magazines read and enjoyed by the pupils living in the country and those living in the city.

In nearly every instance the high-scoring boy and girl in each grade in each school came from a home above the average in educational attainment for the parents.

Krause, LaVern. *Survey of Progressive Classroom Practices in Grades Four, Five, and Six in Ten Indiana Cities*. June, 1939. 141 pp. (No. 369)

**PROBLEM.** This survey was made to determine some of the ways and the extent to which progressive education was functioning in elementary classrooms of Gary, Hammond, East Chicago, South Bend, Fort Wayne, Indianapolis, Valparaiso, Lafayette, Crawfordsville, and Brazil.

**SCOPE AND LIMITATIONS.** Observations were confined to academic work, e. g., social studies, language, reading, arithmetic, science, and health. A total of 217 observations was made.

**METHOD.** The literature of thirty-three writers was used as a basis for formulating a survey sheet having twenty-five items, eleven of which dealt with the teacher, eight with pupil activity, and six with environmental factors. The twenty-five items characterized the major practices of pro-

gressive education and constituted the principles that were looked for in each observation. In practice each of the items could appear in several ways; therefore, each item was given progressive and non-progressive explanations which would make it possible to know when it was and was not in operation.

**FINDINGS.** Eighty-three per cent of all teachers visited were pleasant, 47 per cent of all classrooms were homelike, and 46.5 per cent of all classrooms had movable types of seating equipment. In all other observations for the other twenty-two items, far more non-progressive rather than progressive evidence was found. Only one-fourth of the teachers were enthusiastic, and one-fourth of the classes showed signs of alertness and interest. One-fifth of the teachers gave evidence of being democratic and of allowing a desirable amount of freedom. An average of 13 per cent of the teachers was using pupil interests, encouraging clear thinking, and taking the role as a guide.

An average of 10 per cent of the classes showed signs of self-discipline, creative activity, intellectual activity, and initiative.

Fifteen per cent of all classrooms indicated a variety of work and interest materials and 11 per cent of the rooms gave evidence of previous activities.

Less than 2 per cent of the observations revealed that skills were being given practical application, that facts were being taught for a definite need, that units of work were in progress, that classes were doing group work, and that children had a part in planning their work.

Observations in grade four revealed a somewhat larger total percentage of progressive evidence than grades five or six.

About the same total amount of progressive evidence was found in science, health, and reading observations. Social studies and language observations came next with arithmetic having considerably the lowest total percentage of progressive evidence.

More than 60 per cent of the science rooms contained a variety of materials, and nearly 70 per cent of the science rooms were home-like. No other academic observations ranked nearly as high in these items.

Teachers with six to ten years of experience and from thirty-two to thirty-six

years of age were found to be more progressive than any other experience or age group. Teachers with one to five years of experience and twenty-two to twenty-six years of age compared favorably with teachers in each age and experience group in democratic procedures, acting as guides, and allowing a desirable amount of freedom.

Generally, more progressive evidence was found in the larger systems; however, one with eighteen intermediate teachers compared favorably with two large systems each of which had more than one hundred intermediate teachers.

Halloran, Mona M. *A Survey of Home Influences Which Cause Mental Ill-Health in Children*. June, 1939. 58 pp. (No. 370)

**PROBLEM.** This study was undertaken for the purpose of determining to what extent home influences cause mental ill-health in children; to analyze the factors in the family background, in the social, mental, physical, and recreational activities of the home environment which cause neurotic maladjustment in children; and to recommend substitute activities which should safeguard and promote their good mental health.

**METHOD.** The questionnaire method was followed. The questionnaire was given to two hundred children in six junior high school classes in one school. These children came from homes of industrial workers who were poorly educated, underpaid, and non-socially fit.

The data, which are of an intimate nature, were gathered by allowing the children to write without signing their names to the questionnaire.

**FINDINGS.** This survey of home influences which cause mental ill health in children, brought out the following facts: (1) the majority of homes afford influences which contribute toward the good mental health of children, but there are too many homes where conditions contribute toward factors which are seriously detrimental to their good mental health.

2. Twenty-four per cent of the children came from broken homes.

3. Sixty per cent of the parents had never gone to high school.

4. The greatest number of children who

drink intoxicants came from homes where the parents had no education or merely a grade school education.

5. Forty-two per cent of the group lived in homes where the family had barely enough to live on.

6. Social relationships between brothers and sisters were not congenial.

7. Children no longer respected their parents nor held them in honorable esteem.

8. The "only" child had mental disturbances of a serious nature.

9. The factors which caused mental depression in children were: worry about money, illness, family, school, the future, personal things, and pets.

10. Twenty-five per cent of the children never went to church or Sunday school.

11. Fifty per cent of the fathers and forty-two per cent of the mothers never went to church.

12. A great percentage of children are no longer held responsible for a knowledge of religious fundamentals.

13. Unethical conduct was general and tolerated in children.

14. Forty-one per cent of the group did not get sufficient sleep.

15. Thirty-seven per cent reported that their chances to study were "awful."

16. Recreational activities were poorly chosen by the children and not supervised by the parents.

17. There was a great range of hobbies which ought to be promoted to replace some of the less healthful activities and interests.

18. There was a lack of industrial and vocational training in the homes.

Sexton, Clint C. *The Relation between Scholarship and Economic Independence*. June, 1939. 38 pp. (No. 371)

**PROBLEM.** It is the belief of many teachers and school officials that the present system of relief has had an ill effect upon the economic dependent, and they also believe that the effects of this system are manifest in the school work of the children from these dependent homes. This study will attempt to arrive at the truth of the matter.

**METHOD.** By means of the Otis Intelligence Test given by the superintendent of the Brazil city schools, two groups each of 150 students were equated from the fifth,

sixth, seventh, and eighth grades, after a study of the relief files in the office of the township trustee was made. Ninety-six pairs had identical scores, fifty pairs varied only one point, and six pairs varied two points.

Scholarship was determined by achievement tests given at the end of the first semester in January. Tests were given in mathematics, reading, language usage, and spelling.

The following achievement tests were used: mathematics—Monroe's Standardized; reading—Detroit Reading Test; language usage—New Stanford; and spelling—Horn Ashbaugh.

**FINDINGS.** Frequency distribution tables were made of the raw scores for the four achievement tests for both the independent and dependent groups. The arithmetic means of all the achievement tests were found. To determine the reliability of these means, the standard error of the mean for each was found. The reliability of the difference of these means was then determined in terms of the standard error of the difference.

The critical ratios were found to be as follows:

Mathematics	1.3
Reading	1.05
Language Usage	.07
Spelling	.90

The above ratios are far too low to be considered significant. A ratio of three is required to make certain that the difference is too great to be the result of sampling fluctuations.

A study of the means of the achievement tests in both groups shows that the independent group has slightly higher means in three of the tests while the dependent group is slightly higher in one of the tests. This may indicate a slight difference in favor of the independent group which may grow greater with time and with the present method of relief and relief employment.

We must conclude that the difference in achievement of the independent and dependent group is insignificant, therefore scholarship does not depend upon economic independence.

Kiser, Florence Hixon. *An Investigation Concerning Absence in the Harris Township Consolidated School, St. Joseph County, Indiana*. June, 1939. 76 pp. (No. 372)

**PROBLEM.** This study was undertaken with a twofold purpose: (1) to determine the causes of the low percentage of attendance in the Harris Township Consolidated School as compared with the other schools of St. Joseph County; (2) to devise a series of improvements which would result in an increased percentage of attendance in the school.

**METHOD.** The research method was followed in the study. All the available material on the subject in the library was read and briefed with the intention of using all the suggestions that might prove helpful in the solution of the problem. Questionnaires were sent to several cities to ascertain what percentage of attendance was considered normal by school officials and what methods were used to lessen absence. Records of the weather were kept and its effect on absence was noted. Studies of different pupils were made in an effort to discover the reason for their frequent absence.

**FINDINGS.** Weather could not be said to be a determining factor in absence.

Foreign parentage caused a decrease in the per cent of attendance. Of the eighteen junior high school pupils of foreign parentage, fifteen, or 83.3 per cent, had a per cent of attendance lower than 95 per cent, while of the fifty-four pupils of American parentage, only twenty-nine, or 53.7 per cent, had less than 95 per cent.

Of the forty pupils who had lower than 95 per cent attendance twenty-five, or 62.5 per cent, were retarded. Of the thirty-two pupils who had 95 per cent or more twelve, or 37.5 per cent, were retarded. A very definite connection between absence and retardation was therefore shown, but it was not possible to prove whether the absence caused retardation or the retardation caused absence.

The ninth grade had the lowest per cent of attendance.

Plans were formed to make the school work more interesting so that pupils would not want to be absent; to arouse a spirit of competition for improved attendance; to

impress upon the parents the importance of attendance.

Foltz, Alma B. *A Handbook in Character Education for Grade Seven*. June, 1939. 176 pp. (No. 373)

**PROBLEM.** This study was undertaken with a twofold purpose: (1) to present a preview of the character education movement; (2) to formulate a practical program for a handbook in grade seven.

**METHOD.** The research method was followed. Questionnaires were distributed among 245 members of the teaching profession to determine the character traits to be emphasized. Seven state departments were contacted to determine the scope of the movement. Numerous programs were investigated to determine the most effective approach. Extensive materials were examined to include applicable supplementary lists.

**FINDINGS.** A survey of the status of the character education movement shows that it is enriching the curriculum, directly and indirectly. Many learning situations are correlating academic subjects and esthetic qualities of character.

Its scope varies from a well-defined, directed program to the incidental type. State departments, realizing its primal importance, are including it in state courses of study.

From a list of fifty-seven traits of character, members of the teaching profession selected the following to be emphasized: honesty, self-control, co-operation, responsibility, ambition, reverence, courtesy, thrift, gratitude, and sportsmanship.

Clift, Virgil A. *A Comparative Study of Achievement in English of Township High School and City High School Graduates*. June, 1939. 37 pp. (No. 374)

**PROBLEM.** The purpose of this study was: (1) to determine whether or not the students who enter Indiana State Teachers College from the larger city high schools have acquired a better knowledge of English than those who come from township high schools, and (2) to find the correlation of scores made on psychological examinations and English examinations of students from the two types of schools.

**METHOD.** The records of freshmen students on the psychological and English examinations who entered Indiana State Teachers College during the years 1935, 1936, 1937, and 1938 were used in this study. Records of 352 students from the city high schools and 231 students from township high schools were used. Graduates from township high schools were compared with graduates from city high schools on the basis of intelligence and English as measured by the two types of examinations. In order to find the relationship between intelligence and English achievement the coefficient of correlation was computed for both the city and township groups.

**FINDINGS.** The mean for the total group of city high school graduates on the psychological examination was found to be 53.35. The mean for the total township group on the same examination was 46.90.

The total city group had a mean of 55.90 on the English examination and the total township group had a mean of 47.70 for the same examination.

After equating both groups of graduates on the basis of intelligence the city high school graduates have a mean score of 55.90 and the township high school graduates have a mean score of 48.10.

For the city high school graduates the correlation between intelligence and English achievement was .588. For the township high school graduates it was .335.

Kinkaid, Will K. *A Comparison of Scores Made by Sixth and Eighth Grade Pupils in Four Schools of North Central Indiana on Timed and Untimed Tests in Reading and Arithmetic*. June, 1939. 48 pp. (No. 375)

**PROBLEM.** The purpose of this study was to make comparisons between scores made by pupils of adolescent age on two forms of the same tests, using specified time on one form and double time on the other, to determine the effect of the element of time upon such scores.

**METHOD.** Five tests were given to each of 125-8B and 125-6B pupils as follows: intelligence test; reading forms 3 and 4; arithmetic, forms 3 and 4. Scores were arranged in frequency distributions into a number of tables and comparisons found in the form of the critical ratio.

**FINDINGS.** In all the tables the critical ratio was found to be less than three. Therefore, considering the score results of this experiment it tended to show that if timed tests are properly administered the extra allotted time given to untimed tests is to a great extent wasted.

In comparing the scores made by those students not completing the timed test with the scores made by these same students taking the untimed test, the critical ratio was found to be higher than the corresponding critical ratio when the entire group was being considered. This would tend to show that timed tests were detrimental to slower pupils.

Kirkwood, Herbert B. *The Extent to Which the Negro High Schools of Kentucky Meet the Needs of the Graduates as Determined by the Occupational Status of the Graduates*. June, 1939. 51 pp. (No. 376)

**PROBLEM.** It was the purpose of this study to determine the efficiency of the Negro high schools of Kentucky by comparing the graduates' present occupations with their training while in high school. In brief, the study seeks to show: (1) what the high schools have done; (2) what the high schools should do in preparing their pupils for successful participation in out-of-school life.

**METHOD.** In securing data for this study the questionnaire method was used. Six hundred five questionnaires were sent out. Of this number, twenty blanks were returned because the parties had either moved or left town. The data were collected

through the office of Mr. L. N. Taylor of the state department of education, Frankfort, Kentucky. One hundred sixty-five or a fraction more than 28 per cent of the questionnaires were filled out and returned.

**FINDINGS.** The girls seemed to have received more value from their high school training than the boys. Twenty-five boys and fifty-one girls reported that they had courses in high school that were helpful in their present occupations; thirty-seven boys and forty girls claimed that their high school training contributed nothing toward their present occupation. Two boys and ten girls did not reply.

The boys thought that the following courses named in order of their demand should have been offered in their high school: commerce, vocations, trades, agriculture, physical education, electricity, engineering, music, French stone masonry, and physics. The courses needed by the girls named in order of their frequency were commerce, domestic science, art, handicrafts, chemistry, nursing, vocations, budgeting, and music. It was found that there is very little influence upon the occupation of the graduate by those of his parents; that the status of the occupational level of the graduate, as a whole, is much higher than that of his parents; that the occupation in which the boys are engaged more than any other one is that of teaching, whereas home-making ranks first with girls and teaching second; that the field of insurance seems to be a promising one for the energetic Negro.

## Around the Reading Table

TRAXLER, ARTHUR E. *The Traxler High School Reading Test*. Public School Publishing Company, Bloomington, Illinois, 1938.

The Traxler Reading Test is composed of three exercises: one a rate test, one a test of story comprehension, and one a test of ability to select the main idea of a paragraph.

The material and arrangement of this test seem to be very good, and the validity of each item in the comprehension test has been established by Ruch's commonly used method. Reliabilities of .92, .72, and .80 for the three tests would indicate for this type of test very satisfactory consistency.

Norms as given show about the same medians in rate for grades X, XI, and XII but quite different norms for comprehension. Besides grade norms a table of tentative percentile norms is also given.

The test would seem to be a desirable addition to the list of high school reading tests.

—E. L. Abell

Indiana State Teachers College

CLAYTON, VISTA. *The Prose Poem in French Literature of the Eighteenth Century*. Institute of French Studies, Inc., Columbia University, New York, 1938. 248 pp.

With the methodical pursuit and analytic choice of the scholar, concurrent with a human quality—the appreciative and sensitive perceptivity of a poet—gratifying and refreshing, indeed, to the reader, Vista Clayton distinguishes the significance and importance of the *poème en prose* in the French literature of the eighteenth century. Through the clear perspective of her composition one is given an introduction to the forms and influences of the preceding century upon this *genre* of literature; a worthy treatment of arbitrary poetic types through a fine selection of material. She balances her theme in the second portion of her book with a reflective treatise on the theories and evolution of the values, conception, and acceptance of this literary form by the eighteenth century writer and critic. Clearly this critical and analytic piece of research strengthens and asserts the tradition and history of a medium of literary expression—the prose poem—too often neglected and underestimated in the study and appreciation of literature and its types. It should be of interest and meaning to both scholar of literature and active poet alike.

—Stanislaus F. Trybulski

Indiana State Teachers College

NASH, JAY BRYAN, *Teachable Moments*. A. S. Barnes and Company, New York, 1938. 243 pp.

This small book of about 250 pages is different from many other recent books in the field of health and hygiene. The author, who is the chairman, department of physical education and health, New York University, is also a veteran lecturer and administrator in health programs of an educational nature. His book is a brief, sane, and practical discussion of modern health needs based upon the fundamental rules of "sleep, rest, simple foods plus things to do which bring happiness to children or adults."

*Teachable Moments* would provide stimulating material for all laymen as well as school administrators, physical education directors, teachers, parents, and adults of all ages. It is not only fascinating reading, but it also inspires one to discuss its contents with others. After a thorough understanding of its contents one should have some sales resistance to food and drug advertisements that are now a constant barrage in the press and on the air. Good health need no longer be so expensive.

The author is concerned primarily with the promotion of health from an educational standpoint. Depression has taken a heavy toll of the nation's health as The Technical Committee on Medical Care has pointed out. Hence, educators must awaken to the health needs of the masses every day lest commercial propaganda harm in the name of profits. Out of the confusion of the present, Dr. Nash defines "Health as the ability of the human body to do more things and to do them easier. Power to work and to play—power to enjoy life." Therefore, community and parents must assume responsibility in protecting the individual and in setting health patterns.

In a review of this sort, it is impossible to call attention to all the interesting facts presented in non-technical fashion in the second chapter which has the title, "The Stroke Glide of The Human Engine," which involves the interrelationship of the mental, physical, and emotional aspects of activity. This chapter is also most enlightening from the standpoint of ductless glands and vitamins and the emotional disadvantages of fear, worry, etc., and the advantages of happiness and joy.

The title is drawn from the third chapter which points out four important moments; namely, "When a child exhibits curiosity; when a child feels that differences make him conspicuous; when adults are scared; and when parents want something better for

their children." Teachers, parents, scout leaders, religious workers, and all who come in contact with youth and adults should capitalize on these rare moments. The state also plays an ever increasing role in the protection of all from communicable infection and emotional strain—the latter a terrific spectre in these days of economic insecurity.

Part II and Part III place the burden of responsibility for good health on educators primarily since the medical profession has concerned itself with the removal of infection. The future will see preventive medicine a cause of concern to the entire citizenry both state and national.

Since emotional strain is far more de-vitalizing than hard physical labor, it behooves all to relax and face life with a sane philosophy of living which will include creative interests as shown in hobbies and recreation. A sane list of health suggestions follows with the stress upon food, rest, exercise, and sleep habits. Some will find this section a bit disconcerting since a clean-cut distinction is drawn between fundamentals and part-truths. Commercial advertising will yield far less profit if this author's point of view becomes common practice.

In a five-point program of "power-building" the author shows how work makes power for work and work becomes easy through relaxation. It is essential for each person to learn his own rhythm, have a hobby, and be happy if he is to live long. One must participate whole-heartedly in work and play or one stagnates and dies.

Dr. Nash concludes this challenging volume with a positive or constructive health program which shows how the home sets the pattern; hence, its great responsibility in removing infectious strains; preventing contagious diseases; eliminating strain from homework; extra activities such as music, dancing, etc; eye strain; motion pictures; radio and "bogeymen." Play facilities both at home and in the community need expansion—a co-operative program being essential in building man-power.

Next to the home is the school which should be far more than textbooks. The author recommends a Health Coordinating

Council in every school to do something about improving health conditions rather than talk about health. There are specific suggestions and illustrations as to what is being done concerning medical examinations, correction of physical defects, care of the handicapped child, dental service, morning inspection, and protection from contagious diseases. Especially challenging is the discussion on eliminating strains and what the schools can do about seating, leaving the room, freedom in the classroom, intervals between classes, lunch periods, physical education programs, school curricula, noise, school building construction, overcrowded conditions, proper lighting, mental hygiene of the classroom, etc. Wholesome health habits are discussed under food, rest, sleep, and exercise. This committee should also keep abreast of scientific and medical research through careful reading of newspapers and professional journals.

In conclusion the author presents "what the community might do." After a careful summary of the report of the committee on the Cost of Medical Care and recent meetings of the American Medical Association including that of 1938, a government plan for universal medical service with the stress upon prevention is launched in broad outline. In addition to the usual points on removing infection and preventing communicable diseases, the author recommends clinics for authoritative advice; more stringent pure food and drug laws to combat high-powered advertising; elimination, or at least control, of noise, smoke, theatres; more sunlight in residential areas; control of commercial recreation; opportunities for work and recreation; and greater social-economic security. A materialistic philosophy must give way to joyous living in the future.

In spite of the details given, this review conveys but a fragment of the sanity and inspiration set forth by Dr. Nash. Every teacher and every father and mother should resolve to do something for the health of America after reading this challenging book—*Teachable Moments*.

—Helen Ederle  
Indiana State Teachers College









